| Visual Arts 4 | | |
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| Skills and Techniques | Outcomes | Performance/Assessment Indicators |
| * drawing/painting * mixed media * printmaking * sculpture * other * audiovisual and time-based media | Outcome 1  Students will explore the creative process, individually and collaboratively, using a range of materials and technologies, to create with respect and sensitivity a variety of artworks that express feelings, ideas, and understandings. | * Create artworks with emphasis [on the elements and principles of design](http://new.4-hcurriculum.org/projects/visualarts/teaching/ElementsPrinciplesDesign.htm).  (CZ, COM, CI, CT, PCD, TF) * Create artworks for a variety of purposes, recognizing influences from personal, social, cultural, community, physical environment(s) i.e. Mi’kmaq Petroglyphs. (CZ, COM, CI, CT, PCD, TF) * Use a [variety of materials,](https://drive.google.com/file/d/0B-B_Hqg-ab1KUGd2ZHVIeG1KX1k/view?usp=sharing) technologies, and tools to create art in many forms, referencing examples from diverse cultures for inspiration. (CZ, COM, CI, CT, PCD, TF) |
| * comparing | Outcome 2  Students will talk about art using their own words, incorporating vocabulary from the language of art to examine a range of past and contemporary artworks and aesthetic conventions from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi’kmaq, with respect and sensitivity. | * Examine and discuss the elements and principles of design in artworks from various cultures.  (CZ, COM, CI, CT, PCD, TF) * Describe some of the diverse range of designs in the natural and human-made environments to find and identify the elements and principles of design, e.g., beadwork design.  (CZ, COM, CI, CT, PCD, TF) * Explore and describe the function and purpose of art across a variety of cultures, including personal artwork. (CZ, COM, CI, CT, PCD, TF) * Examine art images throughout history and from various cultures to compare how artists create art to communicate ideas, feelings, and understandings. (CZ, COM, CI, CT, PCD, TF) |
| * interpreting | Outcome 3  Students will demonstrate an awareness of, reflect upon, and develop respect for the role of art, artists, and art making in society, keeping in mind [cultural influences](http://www.early-pictures.ch/porte1/text/en/2-10.html).  **Literacy Outcome**  Students will apply literacy learning in Visual Arts 4 by engaging in listening and speaking, reading and viewing, writing, and other ways of representing. | * Explain the reasons why a particular subject matter and/or materials have been selected when creating personal artworks. (CZ, COM, CI, CT, PCD, TF) * Share and discuss personal artwork and the artwork of others, using the language of art while posing questions that evoke critical thinking. (CZ, COM, CI, CT, PCD, TF) * Listen to, engage in conversations, and respect the opinions of all. (CZ, COM, CI, CT, PCD, TF) * Demonstrate respectful behaviour for the creative process of self and others.  (CZ, COM, CI, CT, PCD, TF) |

| Visual Arts 5 | | |
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| Skills and Techniques | Outcomes | Performance/Assessment Indicators |
| * drawing/painting * mixed media * printmaking * sculpture * other * audiovisual and time-based media | Outcome 1  Students will explore the creative process, individually and collaboratively, using a range of materials and technologies, to create with respect and sensitivity a variety of artworks that express feelings, ideas, and understandings. | * Create artworks with emphasis [on the elements and principles of design](http://new.4-hcurriculum.org/projects/visualarts/teaching/ElementsPrinciplesDesign.htm).  (CZ, COM, CI, CT, PCD, TF) * Create artworks for a variety of purposes, recognizing influences from personal, social, cultural, community, physical environment(s), e.g., Inuit printers of Cape Dorset ([Kenojuak Ashevak](http://canadianart.ca/artists/kenojuak-ashevak/)).  (CZ, COM, CI, CT, PCD, TF) * Use a [variety of materials](https://drive.google.com/file/d/0B-B_Hqg-ab1KUGd2ZHVIeG1KX1k/view?usp=sharing), technologies, and tools to create art in many forms, referencing examples from diverse cultures for inspiration. (CZ, COM, CI, CT, PCD, TF) |
| * identifying | Outcome 2  Students will talk about art using their own words, incorporating vocabulary from the language of art to examine a range of past and contemporary artworks and aesthetic conventions from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi’kmaq, with respect and sensitivity. | * Examine and discuss the elements and principles of design in artworks from various cultures. (CZ, COM, CI, CT, PCD, TF) * Describe some of the diverse range of designs in the natural and human-made environments to find and identify the elements and principles of design, e.g., beadwork design.  (CZ, COM, CI, CT, PCD, TF) * Explore and describe the function and purpose of art across a variety of cultures, including personal artwork.  (CZ, COM, CI, CT, PCD, TF) * Examine art images throughout history and from various cultures to compare how artists create art to communicate ideas, feelings, and understandings. (CZ, COM, CI, CT, PCD, TF) |
| * reflecting | Outcome 3  Students will demonstrate an awareness of, reflect upon, and develop respect for the role of art, artists, and art making in society, keeping in mind [cultural influences](http://www.early-pictures.ch/porte1/text/en/2-10.html).  **Literacy Outcome**  Students will apply literacy learning in Visual Arts 4 by engaging in listening and speaking, reading and viewing, writing, and other ways of representing. | * Explain the reasons why a particular subject matter and/or materials have been selected when creating personal artworks. (CZ, COM, CI, CT, PCD, TF) * Share and discuss personal artwork and the artwork of others, using the language of art while posing questions of increasing complexity. (CZ, COM, CI, CT, PCD, TF) * Listen to, engage in conversations, and respect the opinions of all. (CZ, COM, CI, CT, PCD, TF) * Demonstrate respectful behaviour for the creative process of self and others.  (CZ, COM, CI, CT, PCD, TF) |